

**Southern Regional Middle School  
2009-10  
Program of Studies**



"Where students TEAM up with P.R.I.D.E."  
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# Southern Regional Middle School

"Where students TEAM up with P.R.I.D.E."



Dear Parents/Guardians and Students:

Once again it is time to start planning for a new school year. The 2009-10 Program of Studies is designed to assist you in selecting the appropriate courses for the upcoming school year. Please read it carefully and use the information to make your course selections. The format of the book has been designed to facilitate your understanding of the process.

All middle school students must take one period each of language arts, social studies, math, science, and physical education/health; two cycle periods are also required for a total of seven classes. Finally, each middle school student is scheduled for a lunch/literacy period; students silently read a novel of their choice in the twenty-two minute literacy portion of the period.

This booklet lists core areas of study, the cycle program and full year classes separately by grade level. A brief description of each of the courses is provided for your information; all are appropriately marked by grade level.

If you have questions regarding any course, please do not hesitate to contact the middle school guidance office at 597-9481 ext. 4225. Making your selections with the involvement of parents/guardians, students, teachers and counselors will help to ensure you have made the correct choices for your future.

Best wishes,

*Lorraine Airey*

Lorraine Airey  
Principal

# **Southern Regional Middle School**

## **Mission Statement**

THE SOUTHERN REGIONAL EXPERIENCE, A COMMUNITY PARTNERSHIP, WILL ASSURE OUR STUDENTS CHALLENGING LEARNING OPPORTUNITIES THAT ARE SHAPED BY THE NEW JERSEY CORE CURRICULUM CONTENT STANDARDS IN ORDER FOR THEM TO BECOME CONTRIBUTING MEMBERS OF SOCIETY.

## **Belief Statements**

### **We believe that:**

- All students possess unique talents and will be challenged and successful.
- All students will feel comfortable in a safe, nurturing environment that is established through mutual respect, acceptance and a sense that everything is valued by all involved.
- Every student should have physical and emotional security in an environment that stimulates learning and recognizes each individual's self-worth.
- Motivation is an essential element of learning.
- Everyone wants to be, and can be, productive.
- A good education provides a foundation for a productive, well-rounded contributing member of our community and is the shared responsibility of parents, school and the community.
- The role of the community is to be informed and to provide facilities, materials and personnel in a spirit of cooperation.
- The school should provide comprehensive curricula which offer students diversity of choice in an environment which stimulates learning and growth.
- The district has the responsibility to be a good steward of the financial resources provided by the community.

# SOUTHERN REGIONAL MIDDLE SCHOOL

## 7<sup>th</sup> and 8<sup>th</sup> Grade Program of Studies

Southern Regional Middle School offers all students a rigorous and comprehensive educational experience. Multiple measures are used to insure that students are appropriately placed in a challenging learning environment. The following criteria will be reviewed for placement consideration.

### Placement Scoring Rubric

NJASK4 & 5 Score (Language Arts & Math)	250-300= 5 Pts.	206-249= 3 Pts.	205 & below = 1 Pt.
Language Arts and Math classroom grade average	A= 5 Pts.	B= 3 Pts.	C= 1 Pt. (Below C= 0 Pts.)
Work Study/Attitude Rubric	5 Pts.	3 Pts.	1 Pt.
6 <sup>th</sup> Grade Placement Essay	5 Pts.	3 Pts.	1 Pt.
6 <sup>th</sup> Grade Math Placement Test	5 Pts.	3 Pts.	1 Pt.
Placement is based on overall rubric score in the following ranges:	25-19 Pts.	18-10 Pts.	9-0 Pts.

\*\* Placement will be reviewed upon receipt of 2009 NJASK scores.

### Work Habits/Attitude Rubric

Students who score 5 points are those who:

- Demonstrate above average interest and ability in language/mathematical skills; they demonstrate the ability to learn more quickly and easily than many of their peers; (among the top 20% of the class)
- Possess a strong work ethic, positive attitude, persistence in problem solving, and intrinsic motivation
- Are timely and consistently show pride and diligence in the quality and completion of their work
- Are considered the ideal students in this subject area
- Consider this their strongest subject area

### **Students who score 3 points are those who:**

- Occasionally offer the periods of the brilliance of a 5 point student, but are generally inconsistent in demonstrating the skills required to be awarded 5 points
- The ease and quickness with which they learn is consistent with the majority of students in their class
- Produce work that is not always their best and could often complain about homework assignments and show a fluctuating or disinterested attitude toward learning
- Are not always persistent in their efforts if a roadblock appears to impede their understanding

### **Students who score 1 point are those who:**

- Require more reteaching and reinforcement than the majority of their peers
- Show legitimate and chronic gaps in their language and/or mathematical skills; struggle with reading and writing tasks and in learning and retaining concepts
- May be impeded by their attitude toward learning and work. This could result in statements like "Why do we have to do this?" or "We have HOMEWORK again?!"
- May be very hard workers, but become frustrated because of their inability to grasp concepts
- Lack persistence in seeking alternate avenues to better understand a task and/or information

**Please note:** The criteria used to determine the appropriate language arts placement will also be applied to determine the social studies placement. The criteria used to determine the appropriate mathematics placement will also be applied to determine the science placement.

## **7<sup>th</sup> Grade Core Courses**

**Language Arts 7:** This course focuses on development of communicative competence and critical thinking as well as the acquisition of skills needed for students to become lifelong learners. Through exposure to different genres, students develop reading skills which enable them to analyze literary forms and techniques, apply strategies to comprehend more complex texts, develop stronger vocabularies and enjoy reading for pleasure. The *6 Trait Writing Program* leads students through the process of discovering their own sense of voice as they demonstrate the intricacies of writing well-constructed essays. A summer reading component is required.

**Social Studies 7:** This course offers the opportunity to gain a richer understanding of the role of major civilizations through the study of geography, history, economics and civics. The impact of world history on the United States today will also be explored. In addition, students will be introduced to historical inquiry through the analysis of primary source documents and web-based lessons. The rights and responsibilities of citizenship are learned through hands-on service learning experiences. Students will read novels that address the life of the time period being studied.

**Science 7:** This laboratory course focuses on life science. Through the study of ecology, genetics, biology, chemistry and kingdoms, students gain an understanding of the interrelationships of living organisms and systems. Students will use their mathematical skills in the application of scientific formulas. The scientific concepts are taught through a laboratory approach, stressing microscope techniques and writing of lab reports. In collaborative learning projects, students develop critical thinking, processing and communicative skills.

**Mathematics 7:** The introduction of algebraic concepts and enhancement of critical and problem-solving abilities are the foundational basics of this course. Students will learn how to use algebraic methods to explore, model, and describe patterns, relationships and functions using numbers, shapes, data and graphs within real world problem-solving situations. Students will strengthen their mental math ability and develop a skill base for exploring algebra.

**Physical Education 7:** (3/4 year) Required co-educational physical education provides each student with a wide variety of physical activities that emphasize physical fitness while developing team and social skills. Activities include pickle ball, orienteering, soccer, floor and field hockey, basketball, volleyball, softball, power walking, badminton, ultimate Frisbee, circuit training, and dance. Additionally, students complete fitness testing in the fall and spring.

**Health 7:** (1/4 year) Health education classes meet five days a week for one marking period. The course is designed to assist students in the transition from child to young adult by helping them learn responsibility for their personal health. Seventh grade students study nutrition, puberty, decision-making, goal-setting, drug awareness, refusal skills, first aid and safety, and physical, mental, and social wellness.

## 7th Grade Cycle Program

### Cycle A

(Quarter Courses)

Art 7  
Introduction to Applied Technology 7  
Music Appreciation 7  
Spanish 7

### Cycle B

(Semester Courses)

Math Workshop 7  
Reading Workshop 7

**Art 7:** Students will be introduced to the elements and principles of design and a variety of materials to build their technical and aesthetic skills. Hands-on projects include painting, drawing, and pottery. Students will use math and writing connections in their study of the arts.

**Introduction to Applied Technology 7:** This course is an introduction to the applied technology program students will experience at the high school. Students will receive instruction in materials and machine tools commonly used in industry. The class will include: shop safety, machine tools, hand tools, as well as choosing and processing materials. A large portion of the course will take place in the shop where students will use this knowledge to build a small wooden project.

**Music Appreciation 7:** This class is designed to provide students with an overview of music. Utilizing a variety of methods and materials, the student will learn basic elements of music which include music history, music reading and writing, and the four families of musical instruments. Exposure to current and historical trends in music will be accomplished through video and recorded music.

**Spanish 7:** With an emphasis on developing students' ability to speak Spanish and further their awareness of other cultures, this course will provide students with opportunities to use Spanish in everyday situations. Students will gain confidence in conversing with one another and using Spanish effectively. Student-developed projects will enhance their understanding of the rich heritage of the Spanish-speaking world.

### 7B CYCLE COURSES

**Math Workshop 7:** The acquisition and reinforcement of foundational mathematical skills is the focus of this workshop. Basic mathematical concepts are developed and strengthened as the core content component of the course. The development of critical thinking and problem solving are emphasized. This is a hands-on, project-based course.

**Reading Workshop 7:** This course provides students with the tools needed to become more efficient readers. Students acquire the strategies necessary to access content area information and to interact with more difficult informational reading passages. A personalized plan permits students to address real world literacy demands. Vocabulary skills are strengthened, SAT/PSAT and standardized test taking strategies developed, and reading comprehension strategies acquired through individual and group practice.

### **7<sup>th</sup> Grade Elective Courses**

The following elective courses will replace Cycle A. (Exception: Students who score Advanced Proficient [250+] on the language arts/math sections will have the option of replacing Cycle B.)

Band I, II (Director's recommendation required)  
Strings I (Director's recommendation required)  
Chorus (Student selection)  
Drama (Selection does not guarantee placement)  
MAXTAP (Recommendation process required)  
REACH (Recommendation/qualifying placement score required)  
English as a Second Language (Interview/placement test)  
Learning Strategies (IEP recommendation required)

**Band I:** This course is for students with average accomplishment on their band instrument. Music reading and public performance are emphasized.

**Band II:** This course is for students with above average accomplishment on their band instrument. Music reading and public performance are emphasized.

**Chorus:** This course provides music reading and vocal training along with the opportunity to perform publicly. Continuation in Grade 8 requires an audition and teacher recommendation.

**Drama:** Students will participate in improvisational activities as a basis for learning basic drama skills. This will include students creating character, setting and mood and performing in short, scripted scenes. Staging techniques will be experienced.

**Strings 1:** This course is for students who are interested in beginning to play a stringed instrument. Students may begin their study of violin, viola, cello, or bass in 7<sup>th</sup> or 8<sup>th</sup> grade. Music reading and public performance are emphasized.

**Strings II:** This course is for students with above average accomplishment on their stringed instrument. Music reading and public performance are emphasized.

**MAXTAP:** Southern Regional's program for academically talented students derives its name from a desire to **MAXimize the Talent And Potential** of all its students. The program seeks to develop academic potential by promoting critical and analytical thinking, planning skills, creative problem solving, and other higher level thinking skills. Equally important are decision-making, conflict resolution, teamwork and awareness of self and others. (Placement is dependent upon: teacher recommendation, standardized test scores, classroom performance, work ethic rubric score, essays, and personal interview/self-rating.)

**REACH: READING for ACHIEVEMENT** is a full year course designed for students whose reading skills are significantly below grade level. Emphasis is placed on remediation in decoding and comprehension skills. Students acquire strategies needed to read a variety of reading materials that they encounter in classes and in everyday life. This course prepares individuals for accessing the more difficult text they will encounter in all academic areas. An individual student improvement plan is developed. (Placement is determined by standardized test scores.)

**English as a Second Language:** The English as a Second Language Program (ESL) is designed to develop English language skills in listening, speaking, reading, and writing to such a level that students can function in the English speaking classroom at the earliest possible opportunity. The ESL program also serves to develop in students those skills that help them function effectively in social and academic contexts. The Southern Regional non-speaking and limited English-speaking students originate from many different countries representing a multitude of languages. The ESL program is designed as a regular subject at the middle school level. Placement in the program is based upon screening by the ESL staff. Each child receives ESL one period daily. The course is individualized based upon the ability of the students. Students read novels, study English grammar and vocabulary and complete writing and oral projects. (Placement is based on an interview and language assessment score.)

**Learning Strategies:** This course is designed to support content area instruction and improve organizational and test-taking skills. (Placement is based on a special education student's IEP.)

## **8<sup>th</sup> Grade Core Courses**

**Language Arts 8:** Building on the components of the 7<sup>th</sup> grade program, this course continues to focus on development of communicative competence and critical

thinking, as well as the acquisition of skills needed for students to become lifelong learners. Through exposure to different genres, students develop reading skills which enable them to analyze literary forms and techniques, apply strategies to comprehend more complex texts, develop stronger vocabularies and enjoy reading for pleasure. The *6 Trait Writing Program* leads students through the process of discovering their own sense of voice as they demonstrate the intricacies of writing well constructed essays. Students are also introduced to the research process. A summer reading component is required.

**Social Studies 8:** This course offers the opportunity to gain a richer understanding of the philosophic and historical foundations of the United States from the Revolutionary War to Reconstruction. Students will continue historical inquiry through the analysis of primary source documents and web-based lessons. The themes of geography, history, economics and civics will be further explored. Students will understand the rights and responsibilities of citizenship. A service learning component is part of this course.

**Science 8:** This course introduces students to the study of physical and earth science; areas of study include energy, the earth, and the solar system. Hands-on activities are utilized to enhance and reinforce scientific content and the development of skills in writing laboratory reports. Students will use their acquired mathematic skills in the application of scientific formulas and laws. Through laboratory experiments, students utilize the scientific method and further their problem-solving and critical thinking skills.

**Mathematics 8:** This course focuses on developing a rich understanding of fundamental algebraic ideas found in everyday life. The curriculum will emphasize mathematical models, variables and functions, and symbolic reasoning rather than symbolic manipulation. The course stresses conceptual rather than procedural knowledge, with students involved in extended explorations of real world situations through graphical, numerical, and symbolic representations.

**Physical Education 8:** (3/4 year) Required co-educational physical education provides each student with a wide variety of physical activities that emphasize physical fitness while developing team and social skills. The focus is on monitoring personal fitness. Activities include speedball, biking, flag football, lacrosse, volleyball, track and field, power walking, team handball, circuit training, and dance. Additionally, students complete fitness testing in the fall and spring.

**Health 8:** (1/4 year) Health education classes meet five days a week for one marking period. The course is designed to assist students in developing good decision-making skills and maintaining healthy relationships. Students study self-concept, decision-making, goal-setting, substance abuse, sex education, including reproductive systems, sexually transmitted diseases, birth control, and abstinence.

## 8<sup>th</sup> Grade Cycle Program

### Cycle A

(Quarter Courses)

Art 8  
Introduction to Applied Technology 8  
Skills for Life 8  
Spanish 8

### Cycle B

(Semester Courses)

Math Workshop 8  
Reading Workshop 8

**Art 8:** Students expand on knowledge gained from the 7<sup>th</sup> grade experience using design elements and principles to communicate ideas and further develop their artistic skills. Students study a variety of artists through the centuries. The work serves as an introduction to different areas and mediums available in the arts. Students will use math and writing connections in their study of the arts.

**Introduction to Applied Technology 8:** Students will receive instruction in materials and machine tools commonly used in industry. The class will include: shop safety, machine tools, hand tools, as well as choosing and processing materials. A large portion of the course will take place in the shop where students will use this knowledge to build a small wooden project.

**Skills for Life 8:** Skills for Life is geared to help students learn a variety of skills for the 21<sup>st</sup> century. Students will attain life and workplace readiness skills while learning about babysitting safety, kitchen safety and sanitation, preparation of healthy and fun foods, and basic craft and hand-sewing techniques.

**Spanish 8:** Building upon the foundation of Spanish from the seventh grade, this course furthers students' communicative abilities by introducing new vocabulary, cultural topics, and grammar. Students will use Spanish to communicate in everyday situations. Group work and paired practice will afford students the opportunity to further their linguistic skills. Student projects will focus on cultural similarities and differences between the foreign culture and that of the United States thus allowing them to develop an understanding of other world language speakers. All students will create language proficiency portfolios which will show their ability to communicate and to understand Spanish speaking cultures.

## 8B Cycle Courses

**Math Workshop 8:** The acquisition and reinforcement of foundational mathematical skills is the focus of this workshop. Basic mathematical concepts are developed and strengthened as the core content component of the course. The development of critical thinking and problem solving are emphasized. This is a hands-on, project-based course.

**Reading Workshop 8:** Building on the foundational skills developed in 7<sup>th</sup> grade, this course provides students with the tools needed to become more efficient readers. Students acquire the strategies necessary to access content area information and to interact with more difficult informational reading passages. A personalized plan permits students to address real world literacy demands. Vocabulary skills are strengthened, SAT/PSAT and standardized test-taking strategies developed, and reading comprehension strategies acquired through individual and group practice.

## 8<sup>th</sup> Grade Elective Courses

The following elective courses can replace Cycle A. (Exception: Students who score Advanced Proficient [250+] on the language arts/math sections will have the option of replacing Cycle B.)

### Elective Offerings

Band I, II (recommendation required)  
Strings I, II (recommendation required)  
Chorus (student selection)  
Drama (selection does not guarantee placement)  
MaxTAP (recommendation process required)  
REACH (recommendation/placement score required)  
Spanish I (recommendation required)  
English as a Second Language (interview/placement test)  
Learning Strategies (IEP required)

**Band I:** This course is for students with average accomplishment on their band instrument. Music reading and public performance are emphasized.

**Band II:** This course is for students with above-average accomplishment on their band instrument. Music reading and public performance are emphasized.

**Chorus:** This course provides music reading and vocal training along with the opportunity to perform publicly. Continuation in Grade 8 requires an audition and teacher recommendation.

**Drama:** Students will participate in improvisational activities as a basis for learning basic drama skills. This will include students creating character, setting and mood and performing in short, scripted scenes. Staging techniques will be experienced.

**Strings 1:** This course is for students who are interested in beginning to play a stringed instrument. Students may begin their study of violin, viola, cello, or bass in 7<sup>th</sup> or 8<sup>th</sup> grade. Music reading and public performance are emphasized.

**Strings II:** This course is for students with above average accomplishment on their stringed instrument. Music reading and public performance are emphasized

**MaxTAP:** Southern Regional's program for academically talented students derives its name from a desire to **MAX**imize the **Talent And Potential** of all its students. The program seeks to develop academic potential by promoting critical and analytical thinking, planning skills, creative problem solving, and other higher level thinking skills. Equally important are decision making, conflict resolution, teamwork and awareness of self and others. (Placement is dependent upon: teacher recommendation, standardized test scores, classroom performance, work ethic rubric score, essays, and personal interview/self-rating.)

**REACH: RE**ading for **ACH**ievement is a full year course designed for students whose reading skills are significantly below grade level. Emphasis is placed on remediation in decoding and comprehension skills. Students acquire strategies needed to read a variety of reading materials that they encounter in classes and in everyday life. This course prepares individuals for accessing the more difficult text they will encounter in all academic areas. An individual student improvement plan is developed. (Placement is determined by standardized test scores.)

**Spanish I:** Development of communication skills remains the cornerstone of the world language department. There are several opportunities for middle school students to begin world language study. Parents and student should know that successful completion of level one (I) in the middle school could allow students to continue to the next level (II) in their high school program, grades 9-12. However, study in grade 8 does not appear on transcripts for college, nor does it count as high school study toward college requirements. At the completion of grade 8, student performance throughout the year, outcomes on culminating assessments and teacher recommendation will be considered when placing students in their next level of world language study. Many four-year colleges are requiring at least two full years of world language study **at the high school level. A request for this class is not a guarantee of placement.**

**English as a Second Language:** The English as a Second Language Program (ESL) is designed to develop English language skills in listening, speaking, reading, and

writing to such a level that students can function in the English speaking classroom at the earliest possible opportunity. The ESL program also serves to develop in students those skills that help them function effectively in social and academic contexts. The Southern Regional non-speaking and limited English-speaking students originate from many different countries representing a multitude of languages. The ESL program is designed as a regular subject at the middle school level. Placement in the program is based upon screening by the ESL staff. Each child receives ESL one period daily. The course is individualized based upon the ability of the students. Students read novels, study English grammar and vocabulary and complete writing and oral projects. (Placement is based on an interview and language assessment score.)

**Learning Strategies:** This course is designed to support content area instruction and improve organizational and test-taking skills. (Placement is based on a special education student's IEP.)

### **7<sup>th</sup> and 8<sup>th</sup> Grade Special Education**

Individual Education Programs (IEPs) for students with special needs take many forms and include both in-district and out-of-district programs. At Southern Regional Middle School, several special education programs are available: Resource Room, Self-Contained, and In-Class Resource.

Two alternative programs are offered- Mainsail and Compass. These programs are designed to meet the needs of those students who have difficulty learning in a regular class setting and have meet specific criteria for placement. Innovative methods and materials are selected in order to encourage success, both academically and socially.

## **SOUTHERN REGIONAL HIGH SCHOOL DISTRICT**

"COMMITTED TO EXCELLENCE"

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Ms. Barbara McHale, Academic & Maxtap Supervisor

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